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The Beginners Department

BY
LOUISE M. OGLEVEE

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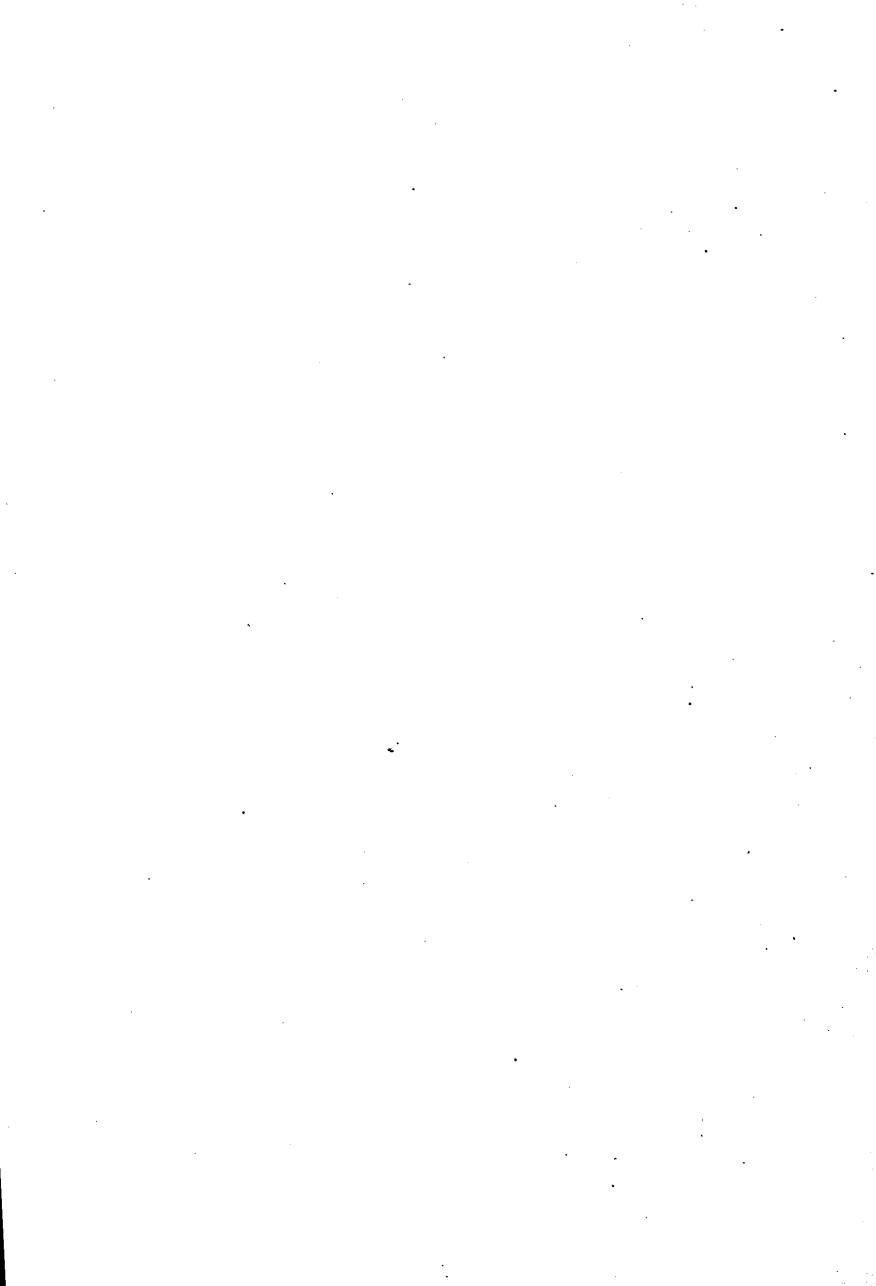
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The Beginners Department

BY
LOUISE M. OGLEVEE

PHILADELPHIA
THE WESTMINSTER PRESS
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Introduction

In this busy world, teachers, like all other earnest workers, are seeking practical methods of accomplishing their purpose in the simplest and at the same time the most effective way possible. The plans and suggestions in this little volume are not mere theories. They have been tested in Sunday school and in kindergarten, in churches with excellent equipment and in churches with none at all. Many of them have been used over and over, for the newest is not always the best.

Space has permitted in many cases a mere outline, but it is earnestly hoped that teachers will use the bibliography. The book list has purposely been made small, and where possible the exact page has been given in order to save time. Such books as the teachers may not be able to own may usually be found in the public library, or in the library connected with the public schools.

Terms and references which are perfectly familiar to an experienced worker but confusing to a new teacher have been avoided. Each chapter has been prepared with a true desire to be helpful not only to Beginners, but to teachers who are also beginners.

CHAPTER I

The Department and the Standard

1. The Beginners

The Beginners are the youngest group in the Sunday school and for best results should have a separate department. There is a vast difference between the five-year-old Beginner and the self-confident public-school child of six. When the Primary and the Beginners Departments meet together for the opening exercises the program should be simple and short. The opening suggested in a later chapter may be used in the combined departments, and also the Cradle Roll service.

A careful study of the following Standard will help the teacher to understand better the limitations as well as the needs of these youngest children. The Standard is the result of years of faithful effort on the part of the best leaders in elementary Sunday-school work.

2. The Standard for the Beginners Department

CONDUCT

- I. The conduct of the Beginner may manifest:
 1. Love, trust, and reverence for God.
 2. Association of the heavenly Father with daily life.
 3. Right behavior.

4. Love for God through prayer, praise, and effort to please him.
5. Love for others through acts of helpfulness.

AIMS

- II. To realize these ends in conduct, the child must have:
 1. A knowledge of the power of God, to give love, protection, and care.
 2. A consciousness of God as his heavenly Father and Jesus Christ as his Friend.
 3. Ideals of right conduct.
 4. Opportunities for worship.
 5. Opportunities for helpfulness.
-

MEANS

- III. As means for realizing these ends, provision should be made for:
 1. Religious instruction and religious experience suited to the child of Beginners age, secured through
 - (a) The use of Beginners Graded Lessons.
 - (b) The story method and informal conversation, with pictures and objects.
 - (c) Contact with nature.
 2. An environment which fosters religious feeling, secured by
 - (a) Providing a separate room (curtained or screened place where room is not available).

-
- (b) Making the room or corner attractive, homelike, and childlike; light and well ventilated; appropriate in color and decoration.
 - (c) Furnishing chairs suitable for little children (preferably arranged in a circle).
 - (d) Adequate materials for teacher and children.
 - (e) Having a separate program for the entire session where room is available.
3. Opportunities for self-expression secured through
- (a) Worship in prayer, offerings, and Bible verses.
 - (b) Conversation, retelling of stories, and handwork.
 - (c) Self-control in Sunday school.
 - (d) Deeds of kindness possible for little children.
4. Teachers qualified by nature, training, and religious experience, that is, teachers who
- (a) Possess a sympathetic understanding of child life.
 - (b) Have a personality attractive and helpful to children.
 - (c) Seek frequent contact with little children in their home, school, and play life.
 - (d) Are graduates of a training course, a community training school, or a school of principles and methods.

- (e) Are continuing their specialized training in a Graded Union or by the reading of one specialization book a year.
 - (f) Lead a sincere Christian life.
5. Children of similar interests and limitations grouped into a Beginners Class or Department.
- (a) Comprising children four and five years of age.¹
 - (b) Having a teacher or superintendent and assistants.
 - (c) Promoting children about six years of age to the Primary Department on the annual promotion day.

The Cradle Roll class is a necessity if the Beginners are to have the benefit of their short lesson period, for one bewitching baby, wanting to investigate everything in sight and too young to listen to the story, can deprive an entire class of the joy and the blessing which the hour should hold for them and which it is their right to receive.

Review Questions

1. Why is not the same teaching material appropriate for the Beginners and the Primary Departments?
2. Why should there be a separate class for the children under four? Should it be simply for amusement?
3. Can there be real progress without a definite goal similar to that provided in the Standard?
4. How may the Standard be made the department's spiritual thermometer?

¹ If children under four years of age attend Sunday school, special provision should be made for them in a Cradle Roll class.

CHAPTER II

The Teacher and the Room

1. The Teacher

The teacher of little children must, first of all, love them—love them well enough to sacrifice her time and her personal comfort for them; love them well enough to fear, above all things, doing that which may harm them. She is to lead them to a knowledge of the heavenly Father, and only eternity can tell what may be lost or gained by these first impressions upon plastic minds. For this reason, the Beginners teacher holds a sacred and responsible position. She must be resourceful, tactful, and gentle, but able to control. She must have the ability to express herself in words that the children know. Above all, she must be an earnest disciple of the first great Teacher, who loved little children. Then if she can choose the right story and tell it with power she has the essential qualifications for success.

The teacher who has in her heart the real desire to serve her Master well, will not need to be told that she must avail herself of every possible help—training class, books, conferences, the visiting of other schools. She will use eagerly every means within her reach. Besides reading the denominational publications for teachers and other papers and magazines, she should make use of one distinctively children's publication. Kinder-

garten and primary magazines, which may be borrowed from public-school teachers or glanced over in the public library, will be found full of suggestive ideas.

The successful teacher is a reading teacher, or is benefiting by the reading done for her by some one else. In a book like this, the bibliography is necessarily limited to the smallest possible space. The references given were chosen to help busy teachers obtain a comprehensive knowledge of each subject in a brief form, and to save searching through many books for what may often be found in a single paragraph.

2. The Room

The Beginners room must be attractive. By its atmosphere it must speak to the child of the love and care of the heavenly Father. No matter whether it be the curtained corner of a mission chapel, or a perfectly appointed room in a modern church with everything possible in the way of equipment, it is this atmosphere alone which can make it ideal. If possible, there should be little chairs, a piano, a blackboard of convenient size, and kindergarten tables. There should be hooks for the wraps, as nothing makes a room more untidy than throwing wraps on the chairs. Where screens are used to separate classes, they may be covered with canvas and used as a background for pictures; or they may be covered with slated cloth for blackboards. A screen covered with pictures is a valuable help in keeping the children who come early quiet and happy. The ingenious and resourceful teacher can make her room modern

and attractive even though she may have little money at her disposal.

Pictures are of great importance. Copies of two or three great pictures, such as a Madonna, The Angelus, and Jesus Blessing the Children, neatly framed, should belong to the room. Other pictures should be changed according to the season and the lessons. The Picture Roll for use with the Beginners Departmental Lessons may be supplemented by pictures from magazines, calendars, and cards. Many teachers save every picture which may later be useful in teaching. There should be nature pictures, and those showing mother love and the kindness of children to one another and to animals. Each picture should tell some story or suggest some happy thought.

Every room should, of course, have its flag.

There should be a place for the keeping of papers and supplies.

Many teachers find a sand table one of their greatest aids in illustrating and reproducing the lesson. In one school where there was no sand table, the teacher bought large tin pans which proved an acceptable substitute.

Not every teacher can have a room of just the right size, perfectly lighted and ventilated, with walls of the soft tints that she desires; perhaps she cannot have a separate room at all; but she can have a place that is homelike, neat, and childlike, where the children may feel the loving presence of the Father.

Review Questions

1. Why is love the first attribute necessary to the Beginners teacher?
2. Why is teacher-training a necessity?
3. Why should a teacher visit other departments similar to her own?
4. Why should a teacher visit the homes of her children?
5. In what ways can the Beginners teacher help the mothers to train their children?
6. What is the most important thing about the Beginners room?
7. Is it true that every room reflects the teacher?
8. Why are surroundings important to the little child?

CHAPTER III

Courses of Study and the Program

1. Courses of Study

Before the advent of Graded Lessons there was no course in general use for Beginners. Leaders did the best they could to simplify the regular International Lessons, and here and there a teacher evolved a system of her own. Others selected each week the central truth of the lesson and fitted to it a Bible story or a nature story suited to the little children. Now, however, several Graded Lesson courses which are the outgrowth of years of careful preparation are available. These courses aim to give the child a comprehensive knowledge of the truths that he should know and to lead him in a beautiful and childlike way to know and love the heavenly Father.

The average school should use either the lessons graded by years or the Departmental Graded Lessons, following the suggestions of its own denominational Board. There are several books which provide a year's course for use in the home or the Sunday school and one or more of these will be valuable helps. "The Kindergarten Sunday School," by Frederica Beard, has been found helpful for a number of years. It contains program suggestions for one year and much useful material. "A Course for Beginners in Religious Education," by

Mary Rankin, has excellent programs for the entire year, with songs, music, morning talks, and the lesson for each Sunday. Somewhat similar in its general scope is "The Sunday Kindergarten," by Carrie S. Ferris.

A Beginners teacher was lamenting her inability to teach her little ones as she wished, and was asking for help in methods. The more experienced teacher to whom she had gone spoke of her teacher's textbook. Yes, she had it, but she had not read it—and in it were the suggestions, the programs, the plans, for which she had asked.

2. The Program

A guide of some sort is necessary if the best use is to be made of the Sunday-school hour. The average program follows more or less closely the following outline, but the length of time given to each part of it must vary with the day's needs. Each day must have its own individual program, based upon the general plan; the teacher must have hymns chosen appropriate to the lesson and the season; her morning talk must be ready; special exercises for Cradle Roll or birthdays must be planned. Many teachers keep a notebook in which the program of each Sunday is briefly set down. This secures a complete record of the year's work and is most valuable for future reference.

A Beginners Department Program

- | | |
|-----------------|-----------------|
| I. Quiet Music | } (Ten minutes) |
| Greeting | |
| Opening Service | |

- II. Birthday Greeting } (Five minutes)
Cradle Roll Service }
- III. Offering } (Fifteen minutes)
Missionary or Special Day Observance }
- IV. Morning Talk }
- V. Rest Period (Five minutes)
- VI. Story (Fifteen minutes)
- VII. Closing Service } (Ten minutes)
Putting on Wraps }
Distribution of Folders }

There is no noticeable division between the parts of the program, for each blends naturally with that which follows. There is opportunity for activity between the parts of the program which require quiet attention, thus helping to make the child ready to sit and listen without having to be asked to do so.

A teacher should be present several minutes before the time for beginning, in order to have everything prepared for the day, and the children comfortable, happy, and ready for the opening signal. Much of the success of the day depends upon what happens in these precious busy minutes when the teacher removes wraps and sees that wet feet are dried and cold fingers warmed; when she has a cosy minute with the new child; when the active, restless little boy who might later cause trouble can work off his surplus energy in arranging chairs or helping in some other way. This is the opportune time to develop the spirit of partnership, and to make little hearts and minds receptive and responsive.

Review Questions

1. What is the value of a complete, systematic course of lessons?
2. Why are not the familiar Bible stories sufficient?
3. What system are you using, and why?
4. Why is a program necessary?
5. What are the steps in preparing a program?
6. Plan a program for a Beginners Department.
7. How closely should a program be followed?
8. How does the use or abuse of the time preceding the opening affect the program?

CHAPTER IV¹

Opening Service, Closing Service, and Circle Talk

1. Opening Service

Since in so many schools the Primary and Beginners Departments have their opening exercises together, the service here suggested may be used either by the two departments together or by the Beginners alone.

No matter how delightful the story may be, or what novel and attractive features may be contained in the program, it is the little service at the beginning which strikes the keynote of the day. It is absolutely necessary, therefore, that at least one teacher be present when the first child arrives, in order that the children may be happy and quiet when the later comers hurry in. It is impossible for a roomful of romping, uncontrolled children to become suddenly, at a given signal, quiet and reverent. But with these early ones kept busy, and the teacher herself fully prepared, a nod, a smile, a beckoning finger, a gentle motion for silence, will seldom fail to make every child quickly respond to the quiet music.

A greeting such as "Good Morning to All," from "Song Stories for the Sunday School" (Hill), may be

¹ Chapters IV, V, VI, VII, VIII belong to the general subject of The Program, but are subdivided for convenience.

sung, or there may be an informal greeting. A Scriptural opening sentence may be used or the little verse, "This Is God's House," from "Songs for Little People," or the verse given in the song pages of this book. The song should be short and should call attention to the fact of God's loving presence in his house. Heads should then be bowed and a short and simple prayer repeated or sung. For at least a quarter of a century the little "Father, We Thank Thee for the Night" ("Songs For Little People"), has been used. Hymns and prayers will be more fully discussed in later chapters.

The "quiet music" which is usually suggested as the signal for the opening session, must be of a character which will mean something. Unless the pianist can make the music sound so much like a prayer that the children will instinctively listen and will respond to it, the service will be more effective without it.

2. Closing Service

The closing service is the gathering up of the thought of the day, and the impression made in the closing minutes is the one thing that the children will be sure to carry home. Often a misplaced folder or a lost overshoe will make a little child forget an hour of perfectly planned program, and will make his mother wonder why that Sunday school is so poorly conducted. The little parting prayer or song should come before the putting on of wraps. The papers and folders should not be distributed until as late as possible; many teachers give them to the children as they pass out. Others who wish

to speak to the children about some story or picture in the folder, distribute them before the closing song and the papers are placed on the chairs while the song or prayer is sung or said. Each teacher will know which plan will enable her to avoid confusion and to close the session happily.

Often a little prayer spoken by the teacher is preferred. The Mizpah benediction is understood by Beginners if a very brief word of explanation is given.

There should be a personal word or a smile for each child as he passes out, so that he goes home with a feeling that his teacher loves him and wants him to come back.

If there is a march played for the dismissal, it must not be one that suggests a mad rush for the door and a babel of noise. Too often the first notes of the closing march seem the signal for throwing off all restraint and losing all feelings of reverence. The books suggested for opening songs contain also suitable music for closing.

3. Morning, or Circle Talk

The ideal arrangement is to have the children seated in a circle for the intimate, informal period called the Morning Talk, the Circle Talk, or the Conversation Period. Careful plans must be made for it, but these must be elastic enough to allow every possible form of unexpected variation. This is the children's very own time more than any other part of the Sunday-school hour, for here they can freely talk of interesting home events and of anything that has happened during the

week. New possessions are proudly displayed. Perhaps some harrowing tale overheard from a careless grown-up is repeated. No teacher can have the slightest idea what the children are going to do or say, but this is her sacred opportunity to take all these unrelated bits of child life and weave them into the heavenly Father's plan so that the children shall go out with a sweeter, truer, surer feeling of his love and care.

Here the teacher connects the home and the Sunday school, the physical life and the spiritual, and she leads up to the lesson of the day by connecting the previous story with the story which is to follow. This is a time to teach courtesy and patience, as one child waits for another to speak or to tell a story or to choose a song. It is a time for teaching new songs and memory gems and for dramatizing stories. It is the time for a prayer of thanks for some special favor, or of request for help or blessing.

Teachers are perhaps more timid about this than about any other part of the program because it must be so largely original and spontaneous. By keeping in mind two things, the central thought of the day's lesson and the desire to impress it upon the children's minds, the teacher will find the morning talk far less formidable than it might seem.

Review Questions

1. Why is a reverent opening service a necessity?
2. How can the children be made to participate joyously and readily in the opening service?

3. What is the nature of the morning talk?
4. Why should it not be a part of the story period?
5. How much freedom should be allowed?
6. Since it is informal and so largely dependent upon circumstances, why prepare for it?
7. Why is a reverent, orderly closing necessary?
8. Suggest five rules for insuring a right kind of closing service.

CHAPTER V

Prayer and Hymns and Songs

1. Prayer

Many children in our Sunday schools know nothing about real prayer. The majority are taught the words of "Now I Lay Me Down to Sleep" or some other prayer, but often that means very little. They are asked perhaps to repeat it for visitors, and their little mistakes are considered most amusing. In the Beginners Department prayer should not be the mere repetition, day after day, of some little prayer poem. It should be simple, reverent, natural communion with the heavenly Father. All prayers, whether those taught to the children or the extemporaneous prayers of the teacher, should be very brief.

Little need be said about attitude, although quiet must be secured, but the children will quickly reflect the attitude of the teacher. Severity and sternness will make the children keep quiet, but will at the same time destroy the reverent spirit without which prayer is useless. In a school where the children have not been trained to be reverent and orderly, use some means of preparing them before attempting to have them learn or hear a prayer. Show The Angelus or some other prayer picture, and tell them about it. Avoid, however, pictures of children unnaturally posed for prayer.

A verse with motions will often catch the attention of the children. The following very familiar verse is useful at such a time, and as the children unconsciously grow quiet and imitate the motions, they may be carried on into the two- or four-line prayer with which the teacher will plan to close:

"Two little eyes to look to God
Two little ears to hear his Word.
One little mouth to speak his truth,
One heart to give him in my youth.
Two little feet to walk his ways;
Two hands to work for him all my days.
Take them, dear Jesus, and may they be
Ever obedient and true to thee."

After the second Sunday perhaps they may say, instead,

"And now before my prayer is said,
I'll close my eyes and bow my head."

If impossible to get the children into the right mood, it is best to put the prayer later in the service. But the beautiful responsiveness of the Beginners makes it certain that the right atmosphere will develop soon. The following opening prayers combine praise and thanksgiving with a petition for guidance and blessing:

"Father, we thank thee for the night,
And for the pleasant morning light;
For rest and food and loving care,
And all that makes the day so fair.

"Help us to do the things we should,
To be to others kind and good;
In all we do in work or play,
To grow more loving every day."

"Dear Father in heaven
On this, thine own day,
We meet here together
To praise and to pray.
Oh, help us to please thee
In all that we do,
By each being patient
And loving and true." (Adapted)

"As in God's house we meet to-day
We bow our heads and softly say,
We thank thee, Father, for thy care
For home, and food, and clothes we wear;
May we to-day be kind and true
In everything we say and do."

Where the Beginners Department meets with the Primary Department for the opening exercises, frequent brief explanations of words and phrases used in The Lord's Prayer should be made. Where they meet alone, it is better to teach the shorter, simpler prayers though such sentences from The Lord's Prayer as "Give us this day our daily bread" may be used with other Bible verse prayers, and will help the children to formulate their own short prayers: "We thank thee for the rain to-day which makes the seeds grow"; "We thank thee that Mary is well and can come to Sunday school."

Thanksgiving time brings the ideal opportunity to teach a table grace, and in many homes the custom of asking a blessing at the table has been established in this way. The little child who reverently repeats a verse of thanksgiving to the heavenly Father on Thanksgiving Day will be apt to keep on doing it every day.

"Upon this glad Thanksgiving Day
For food and home and care we say,
We thank thee, our heavenly Father."

Since the children will be singing Thanksgiving songs at this time, it is not necessary that the grace taught them mention the words, "Thanksgiving Day," but it is a strategic time to suggest repeating grace at home. To many of the children this verse is as familiar as it was to their mothers:

"God is great and God is good,
And we thank him for our food.
By his hand must all be fed.
Give us, Lord, our daily bread."

The following may be used as an opening prayer or as a table grace and is found set to appropriate music in "Song Stories for the Sunday School," by the Misses Hill:

Father of all, in heaven above,
We thank thee for thy love.
Our food, our homes, and all we wear,
Tell of thy loving care.

When the offering is taken, it helps to impress the words of the hymn to speak them occasionally, as a prayer, instead of singing them. It is one of the ways in which the teacher may make prayer the sweet, holy, free communion with the Father that it should be.

The bedtime prayer should be talked about, and one such prayer should be taught the children. "Now I lay me down to sleep," the little prayer so familiar for many years, will have a new meaning to many of the Beginners after talking about it in the circle period. Then there is the other, almost as familiar:

"Jesus, tender Shepherd, hear me;
Bless thy little lamb to-night;
Through the darkness be thou near me;
Keep me safe till morning light.

"Thou hast clothed me, warmed and fed me,
And I thank thee for thy care;
All this day thy hand has led me.
Listen to my evening prayer."

Originally there was still another verse, and when the children have learned the first part, this may be added:

"Let my sins be all forgiven.
Bless the friends I love so well.
Take us all at last to heaven,
Happy there with thee to dwell."

2. Hymns and Songs

The relationship between prayer and the hymns and the songs of the Beginners is very close, and it is necessary to remember this in teaching a new song or singing an old song. The songs that the children learn as Beginners will be remembered beyond all others. Their influence, unconscious though it may be, will do much toward forming the later religious life. Each song should be "an anchor to the soul, both sure and steadfast," which during some storm in manhood or womanhood will hold firmly to "the rock, Christ Jesus." The stories which are taught will, most of them, be forgotten; the happy hours in the Sunday school will be an indistinct dream; but the songs, if they are well learned, will remain. Foundation truths should be given in song to every child before he leaves the Beginners Department.

Children are most susceptible to the influence of music, and in the very beginning they should have only the best. The pianist should select the quiet music for the opening and the march for the offering time or the

dismissal with regard both to its grade musically and to the thought it expresses. If the proper type is chosen it will help in forming a love of the beautiful and the thought will appeal to the emotions of the children.

Hymns and songs should be set to musical and simple airs, correctly and skillfully harmonized. Songs of one or two short stanzas, without chorus, are usually to be preferred.

Every song should be chosen for a purpose, and should breathe its prayer or tell its story, definitely and completely in words that the children can understand.

Each new song should be preceded by a talk or a story, which makes the children eager and ready for it. Did you ever hear a teacher say, "Now, children, we are going to learn a new song to-day. Be very quiet and I'll read you the words"? Then did you wonder why the children did not listen and did not sing, but grew tired and restless instead? Suppose that she had waited until the proper place in the morning talk and then had said, "I wonder who would like to hear a song about (whatever the subject has been)." Suppose that she had sung it over then. (She need not have a fine voice; her audience will be too breathlessly listening for each word to be critical.) After that how eager the children would have been to sing it, too, and how the bright eyes would have shone with happiness and interest!

The simplest and most familiar of words should be used, even though this may tend toward a sameness in our songs. One unexplained word will completely change the entire meaning of the verse, as was the case

where the Beginners sang, "The Lord is in his holy temper. Let all the earth keep silence before him."

The ways of teaching a song are many. The pianist may play the air and the children listen, or they may hum the tune. The teacher may softly speak the words as the piano plays, or she may sing them. It is not always necessary to repeat line by line and have the children say the words after her. She may explain a line and talk about it, and then sing it, allowing the children to join in.

Every teacher should have a scrapbook in which she pastes songs which she clips from the current quarterlies and the educational magazines, and in which she writes the words of songs which she may get at conventions or when visiting other schools. One successful teacher has a manuscript book in which she has copied words and music of songs which she has not in book form or of those not yet published.

To the Beginners all songs are new. Besides the songs that belong in the regular exercises they should not be expected to learn many others. As a rule some such list as the following is used for the first year. After that, all songs will be reviewed, and occasionally a new song may be added. Because there are so many beautiful songs, it is hard not to choose too many, but it is best to select carefully in the beginning and then add only enough to avoid monotony.

Opening song.

Offering song.

Thanksgiving song.

Christmas song.

Easter song.

A spring song, probably about birds.

Birthday song.

Cradle Roll welcome.

"America." (First stanza, or first and last stanzas.)

A verse or two of one or two general songs such as "Jesus Loves Me."

Individual needs will make each school's list independent of that used by any other.

Review Questions

1. How may the spirit of prayer be developed?
2. How may we prevent the Sunday-school prayer from becoming simply a form?
3. What should characterize the spoken prayers of Beginners?
4. What must be the teacher's own attitude?
5. How can the prayer life of the little child be developed?
6. What should characterize all music used with little children?
7. Why is the selection of the first hymns of such vital importance?
8. Select a hymn and tell how you would teach it.
9. Do simply a catchy tune and seasonable words make a song appropriate for teaching?

CHAPTER VI

The Story and Handwork

1. The Story

Let me tell the stories, and I care not who writes the textbooks.—G. Stanley Hall.

In the Beginners Department practically all of the teaching is done by means of stories. Hence it is impossible to overestimate the value of being able to tell a story well. The "person with a story" is welcome anywhere, and in the Beginners Department she opens up to her little hearers a new and wonderful world.

"The reason why so few people can tell a story is because they have no story to tell." Every teacher is not by nature a story-teller, but any person full of her story, living it in imagination and feeling that she has a vital truth to impart, will somehow manage to tell it. Added to that, faithful practice and study will enable anyone to tell a story acceptably.

In a beautiful little modern church one Sunday morning a visitor happened to be present at the graduating exercises of the teacher-training class, and with a thrill of anticipation she later followed the graduating Beginners teacher into her airy, well-equipped room. There was a wonderful story to be told that day, but the graduate, opening her quarterly or textbook, read the story, read it haltingly, stumblingly, evidently for the first time. Her splendid books on teacher-training

had told her how to prepare a lesson, and how to teach it, but she made no use of her knowledge. She lacked the first great requisite, the feeling that God had a message for her to give to those little children. Time spent in reading about the value of stories and about how to tell them is wasted if the teacher has no message.

The story must be told, not read. The quarterly textbook has no more place in the Sunday school than have the minister's reference books in the pulpit.

The story must be dramatic. The teacher must live it and make her children live it.

The words must be those that the children understand. It is a good plan to practice telling the story aloud at home, simplifying the sentences until the phrasing satisfies.

Adhere to the main thought in your story. So many interesting incidents are mentioned in connection with every Bible story that it is difficult not to stop and dwell upon them and thus develop many stories within a story. But this, while it does give Bible information, leaves the child's mind with a confused jumble of facts and no clear impression of any one fact.

A very slight incident, with plenty of detail, will often make the best story.

Through the story the life lessons are taught, molding the plastic minds and shaping the characters of the children. The hymns and songs but carry on into later life the impressions created by the stories.

In preparing to tell the lesson story the Bible passages should first of all be read, together with the verses pre-

ceding and following them in order to know the complete setting. Next the teacher's quarterly or textbook should be studied, and any Bible commentary, Bible dictionary, Bible atlas, or Bible picture book, may supply added material. Does this mean that the teacher who is employed six days a week cannot do the necessary studying, or that the busy housewife must do hours of reading or give up her beloved class? Not at all. But it does mean the using of odd minutes. One of the very best plans is to read over the Bible lesson and the textbook chapter on Sunday afternoon or evening, so that the story for the next Sunday is well in mind. Then throughout the entire week, helps will appear in newspapers, street-car conversations, pictures, and you will have more good things than you can use. Many busy people do their studying on street cars. One mother did much of her reading in the five or ten minutes at mealtime while waiting for the family to gather.

The few minutes that we spend with the children are most precious, and should be filled with the very best that the teacher can put into them. A Beginner gave his teacher a most prized compliment when he exclaimed: "Oh, she isn't a teacher. She's just a storier."

Read stories by such writers as Kate Douglas Wiggin, Laura Ella Cragin, and Carolyn Sherwin Bailey, to acquire good habits and the indescribable knack.

2. Handwork

Handwork logically follows the story, as it is the expression which is the outgrowth of impression. In the

Beginners Department handwork must necessarily be very simple. Because of the extremes, ridiculous and pitiful, to which it is sometimes carried, handwork is often regarded with disfavor. Rightly used, it is one of the best aids in stimulating interest and in fixing truths in the mind; but it must do this, and do it simply, and in short time.

A school preparing for a great exhibit spent months in doing handwork which was beautiful, but which meant absolutely nothing. The work was not done to illustrate anything that the children had learned—for there was not time for the teaching and the work, too—but it made a wonderful showing for the school.

Many teachers give up the thought of handwork, thinking that it requires tables and expensive equipment. These are the very teachers who need its help most and who with a little ingenuity could avail themselves of it. The brief suggestions, given in this chapter, are for the teacher who has a group of children seated on high-backed pews in an uncurtained corner as truly as for the teacher in the most modern room.

Possibly blackboard drawing should hardly be classed as handwork, though the Beginners teacher uses it as such. Even the teacher who has absolutely no talent for drawing can make a few lines and an appeal to the imagination becomes a great help to her lesson. Almost every textbook and quarterly has simple drawings which are easily copied. Perhaps the children may help with a single picture or may draw individual pictures. The Presbyterian Board pictures a number of stencils

which will be especially useful in work for special days. Where there is no blackboard, the teacher may use a small lap blackboard which can be bought for a few cents and which is easily handled.

It is unfortunate that because of expense and lack of room, a sand table cannot be the property of every Beginners Department. A large dripping pan, however, placed on a chair or a box, makes a good substitute. Do not be afraid of some things that to the adult seem crude. Do you remember how much more fascinating to you in your childhood were the bits of broken dishes that you collected for your make-believe tea parties than your very best "truly" dishes?

A few pairs of blunt scissors make paper-cutting possible and very awkward little fingers can cut out easy pictures. Soon they can fashion, free-hand, David's shepherd crook, or Moses' basket cradle.

Squares of tablet paper, about four-inch size, may be folded. One fold makes the square into a book into which a picture may be pasted or on which the teacher may write the memory verse. Baskets and many other things may be folded. The perforated sewing cards for sale by every kindergarten supply house give the outline of simple pictures in perforations which may be connected by pencil lines. The teacher herself can make these much more cheaply. For handwork everything, absolutely everything, must be ready.

Handwork need not be done every week, and a very little of it often serves the purpose. In a Beginners Department of about thirty children, where there was one

assistant, the following handwork occupied three periods: Each child was given a card about six inches long on which was written a short table grace. At the top of the card he pasted a picture of the church, cut from an old advertising card. Through holes punched at the top he put a ribbon hanger. He took the finished card home on the Sunday before Thanksgiving, having, of course, learned the verse while he made his card.

In one Beginners Department it was the custom to give the children their folders for the day and then pass a box of crayons and let the children draw as they wished. Out of about a dozen children at the table, only one child made a neat border around her paper. The majority scribbled on all four sides of the folder until it was unfit to take home. The teacher, a sweet Christian woman, lovely in her way of dealing with the children, eagerly welcomed suggestions for a different kind of handwork. She had been doing her very best to make her work modern and to give her children this new thing, handwork, that they were supposed to need.

Handwork, taken home, is often the first means of making the parents take an interest in what their children are doing in the Sunday school.

A visit to a good kindergarten will give valuable suggestions, and many plans for handwork for the various seasons may be found in any kindergarten or primary publication in the public library.

Review Questions

1. What is the value of the story?
2. Why must ample preparation be made? How?
3. What lessons may we learn from the methods of Jesus, the divine Teller of stories?
4. Suggest some stories that will be suitable for Beginners.
5. What is the underlying principle of handwork?
6. In your own program where can you best use handwork, and how?
7. How may next Sunday's lesson be illustrated in handwork?

CHAPTER VII

The Offering and Rest Exercises

1. The Offering

One of the most essential of the Christian graces is that of giving, and the place to form right habits is in the very beginning of the Christian life. The Lord Jesus had much to say in all his teaching about the right use of money, and it is as truly the duty of every Sunday-school teacher to instruct her pupils about how to give God what belongs to him of their money as it is her duty to teach them any other principle of truth or righteousness.

The old idea of having a child simply "bring a penny" to Sunday school, without knowing why, has helped to create a low standard of giving throughout the entire Church body. By keeping careful record in certain churches from the time that definite instruction to the children regarding their gifts to God was begun, remarkable results have been seen. In a few months there was a pronounced increase in the gifts of every organization of the church, for in this as in all things else, the child frequently leads the family. Parents who gave a coin to the church or the Sunday school much as they would drop it into a beggar's tin cup, suddenly discovered a reason for giving, and hence developed a desire to give more.

A small boy who was getting ready for Sunday school remarked, "Well, father, I'd like to take a quarter to-day." The family smiled but they also investigated as to why he wanted a quarter. Why should children be given dimes for sweets and pennies for Sunday school? Why should not we as teachers help parents and children to a higher viewpoint?

The "I-brought-more-than-you-did" spirit is dispelled by filling the children's minds full of the object for which the money is given. In some schools the children's offerings are used entirely for benevolence; but since in most of our schools the children's money is in part, at least, used for supplies, they should be taught the value of the Sunday school to the community and made to feel that their part in maintaining it is an honor. They should feel responsible for the right use of the folders and papers for which their money has been spent, and should not only be careful of them, but should see that those which are left over go if possible to absent members or children who do not attend Sunday school.

In the Beginners Department it is frequently best to receive the offering early in the service. What teacher has not had the most impressive part of her service quite lost because of an innocent penny rolling across the floor and because of the scramble that ensued? Some teachers receive the offering as the children come in and have the song or prayer later in the service, but very little children are apt to miss the connection and think that the coin is a sort of admission fee to the Sun-

day school. A march is one of the most popular ways of giving the offering as it also serves as a rest exercise. A child from each class may stand at an appointed place to receive the money as the children pass along, or one basket may hold it all. Children also enjoy a bank, and the counting of the money as it drops in. Counting in this way emphasizes totals, and often encourages larger gifts.

The song, "'Give,' Said the Little Stream," in "Carols," has three good verses which may be sung as the children march. The offering song or verses should contain a definite thought on why we give. It should not be a jingle about "pennies dropping" and no more. "We give thee but thine own, whate'er the gift may be" is perhaps too old for Beginners, but the thought in it must underlie their giving.

The little verse, written it is said by Miss Julia Johnston for her own class and sung to the tune "Love Divine," is used in many schools. Some teachers say it as a prayer instead of singing it, or they use it sometimes as a prayer and sometimes as a song.

Jesus bless these gifts we bring thee,
Give them some sweet work to do.
May they help some one to love thee.
Jesus, may we love thee, too.

Avoid the word "penny," for penny giving has all too long been the Sunday-school rule, but avoid also anything which might wound the sensitive child who cannot bring more, or perhaps can bring nothing at all. There are many gifts more precious than money.

2. Rest Exercises

The active little bodies of the children cannot be still and the wise teacher uses activity as a means both for resting muscles and for training minds. The march when the offering is given and the standing for songs is occasionally all that will be needed, but it is useless to try to tell a story when the children are tired and restless. Emilie Poulsson's Finger Plays, and motion exercises of that grade, are a delight to the children, especially "In My Little Garden Bed," and "This Is the Meadow."

The rest exercise is more than simply physical, and should always bear a close relationship to the subject matter of the day. It must not be like the game of "Drop the Handkerchief" that a teacher added to her Sunday-morning program after attending a convention and hearing that there ought to be a rest period.

Every kindergarten game book or song book will suggest possible rest exercises. The children of the Beginners Department, still so closely linked with home, enjoy holding up the left hand and pointing to the fingers, beginning with the thumb, naming them thus:

"This is the mother, so kind and dear;
This is the father, so full of cheer;
This is the brother, so straight and tall;
This is the sister, who plays with her doll;
And this is the baby, the pet of all;
Behold the good family, great and small."

Children selected to represent the family may stand in a row and bow as the different lines are repeated.

In a room difficult to ventilate, windows may be opened for a part of the rest period while the children fly like birds, ring church bells, or do whatever the day's program suggests.

Dramatizing the story of the day or a previous story may be included under this general subject. Children always like to "act out" a story. Suppose the story is about the Good Shepherd. One class illustrated it in this way: The teacher was the shepherd, and after choosing two children to stand and make the gate into the fold (by removing one chair from the circle and holding their hands to form an arch) the number of children chosen for the flock followed her about the room, and finally back through the gate into the fold where they said, "The Lord is my shepherd." Realism might have been added by a hidden "bear" that growled and gave the shepherd an opportunity to gather the sheep close and tell them not to be afraid.

A little thought and a little practice will enable any teacher to adopt and to remodel the familiar songs and verses into suitable rest exercises for each season of the year. The experienced teacher never tries to teach motions. She uses them where they belong and the children follow her.

Review Questions

1. Why should we teach a child to give?
2. Why should careful explanation be made about the offering?

3. What is your favorite verse or song to use in consecrating the children's offering, and why?

4. Why should exercise be given a place in the Sunday-school program?

5. What kind of rest exercises and motion plays should be used?

6. Give a seasonable rest exercise or finger play.

7. Suggest a way to dramatize next Sunday's lesson.

CHAPTER VIII

Greetings

1. Cradle Roll Welcome

This might be called the recognition chapter or the welcome chapter, because it gives suggestions first for welcoming the baby as a member of the Cradle Roll, second for recognizing the child as an actual member of the Beginners Department, and third for celebrating that great day in the life of a little child, his birthday.

What a proud and happy day it is when the child brings to Sunday school the name of the precious new baby brother or sister, or the name of some other new baby in his neighborhood! The more attractive the Wall Roll the more the children enjoy their service. It is scarcely worth while to mention the beautiful rolls for sale by every publishing house, but each school can find one suitable to its needs at the price it chooses to pay. Daintiness and neatness should characterize this, as in fact everything used in the Beginners Department, whether the names are recorded on a plain homemade roll, tied to a homemade wooden cradle, or exhibited in a costly frame.

The best known of the Cradle Roll songs is probably this song found in "Carols":

There are blessings from God all about us;
We should thank him for gifts large and small,
But his gift of a dear little baby
Needs the very best thank you of all.

It is well to plan if possible to have the Cradle Roll service once a month. If the Cradle Roll superintendent should not happen to be a teacher in the Primary Department, she may plan to be there on that day. The child who brings the name stands while all sing a Cradle Roll Welcome Song and repeat some simple little prayer. A Cradle Roll song with music is given in the song section at the back of this book.

2. Welcome to New Pupils

Because the Beginner is apt to be very shy on the first day at Sunday school the welcome service should be brief and informal. Helen, too timid even to come into the circle, but hiding her eyes in big sister's lap as they sit in the doorway, will not want a welcome song. "Helen is going to have her name on our roll and some day, very soon, she will be sitting here with us," would be sufficient recognition.

When a new child is seated in the circle, his name may be told to the children and they may welcome him by singing,

"Good morning to you, good morning to you,
Good morning, dear ———,
We're glad to see you."

There is an excellent "Welcome Song" in "Carols," page 8, and "A Welcome" on page 95 in "Songs for Little People" is a favorite with the children.

In a church where the dearly loved pastor had been absent for a number of months, the children substituted his name for the "oh, dear children" of the latter

song, and when he appeared at the door of the Primary Department the pianist began to play and the joyous little voices rang out in welcome.

Sometimes the new child may enjoy standing while being welcomed, but oftener he is happier if not made conspicuous. Deference and preference belong to him that day, and the real welcome is that which he feels rather than hears.

3. Birthdays

"To-morrow is my birthday!" The teacher can scarcely believe her ears as with shining eyes a little boy comes running to meet her at the church door—the timid, shy Beginner who has never before voluntarily said a word! "How lovely," she answers as they go in together. "We'll tell the superintendent and she will put your name on the birthday calendar, and we will all sing the birthday song." In another minute the child is smiling into the eyes of the superintendent to whom he has never spoken before, and is telling her, too, "To-morrow is my birthday."

Elaborate celebrations of any kind are out of place in the Beginners Department, but birthdays should be celebrated in some way which the children enjoy and which seems to them worth while. There may be a birthday chair, painted white, or with its bow of ribbon, in which the birthday child is permitted to sit.

One department uses a paraphrase upon the lines,

"I must be good and glad and gay,
I must walk kindly on my way,
For I am a birthday child to-day."

Together the children all say,

“We must be good and glad and gay,
We must walk kindly on our way,
For we have a birthday child to-day.”

Birthday songs for the Beginners are difficult to find. Many teachers sing, “Happy Birthday to You” to the tune of “Good Morning to All.” But when the children are old enough and have been in Sunday school long enough, it would seem that a birthday verse or song mentioning the heavenly Father’s place in the new year would be appropriate for the birthday wish. This little verse has been repeated the country over for many, many years:

“Many happy returns of the day of thy birth,
May sunshine and gladness be given.
And may the dear Father prepare thee on earth
For a beautiful birthday in heaven.”

In most schools it is customary for the child to bring a birthday offering, and usually there is a bank kept especially for this. The glass banks, costing from sixty cents to a dollar and a half, are best to buy. After dropping in the birthday pennies, the birthday child stands while the children sing a birthday song or repeat a birthday verse, and the teacher gives him a birthday card. Often after the child has enjoyed looking at his card and showing it, it is well to put it aside for him until he goes home. The birthday cards in the series of graded cards, for Cradle Roll, Beginners, and Primary Departments, are attractive and appropriate. Other cards in beautiful colorings and designs are but slightly more expensive, and the Presbyterian Board publishes

an exquisite set of small cards for only twenty-five cents for a packet of twenty-five.

The birthday child should be allowed to pass the offering box or distribute the folders, and to do as many as possible of the little services which the children enjoy.

In her book, "Lessons for Teachers of Beginners," Frances Weld Danielson says, "Why not leave the birthday cake for the home instead of supplying a dubious imitation in wood, on which dust collects and, in summer, the candles droop piteously?" The very fact that the Sunday-school celebration of the birthday is different in every way makes it mean more to the children.

"The Primary and Junior Hymnal" has a birthday service which, while long, has many sweet thoughts in it. The teacher may repeat the verses herself, making no attempt to teach them to the children, but she will soon find the children repeating the words with her.

The happy years, like singing birds,
Are flying swiftly by;
Another one is past and gone,
And brings the birthday nigh.
How many years have passed away?
How old are you, dear child, to-day?

Then drop a penny for each year,
An offering to the Saviour dear.

Give thanks for all the happy days
That make the happy year,
And may the coming one be glad
And full of help and cheer.

(For Birthday Calendars see Chapter XII)

Review Questions

1. Why should the children share in the Cradle Roll service?
2. Suggest a Cradle Roll welcome service for your school.
3. Why should the welcome service for the Beginners be informal?
4. Can you give from personal observation illustrations of the right and wrong way to welcome Beginners?
5. Why should birthdays be observed with greater care in the Beginners Department than elsewhere in the school?
6. Tell how you plan to celebrate the next birthday in your department.

CHAPTER IX

Special Days

There are so many "special days" that should we attempt to observe them all, there would be no time left for the regular program and the Bible study. But most of these days have a real place in the Christian life and development of the children and should not be ignored. Sometimes merely mentioning the day in the morning talk is sufficient. There may be a picture or a poster on the wall or a drawing on the blackboard—something which has not taken time from the regular work of the Sunday school, but which will give the teacher an opportunity to bring out some spiritual truth connected with the day which the children might otherwise miss.

1. Mother's Day

The Beginners will want to know what Mother's day means and why everybody wears a white flower. Perhaps each child may be given a flower to take home to mother. The Circle Talk may suggest the things which mother does for the child each day, and the children may tell of ways in which they can help her. The teacher may make the story of the day bring out this thought, or she may repeat this familiar little poem:

“‘I love you, mother,’ said little John,
Then, forgetting his work, his cap went on,
And he was off to the garden swing,
Leaving his mother the wood to bring.

“‘I love you, mother,’ said little Nell,
“I love you better than tongue can tell.”
Then she teased and pouted half the day
Till her mother rejoiced when she went to play.

“‘I love you, mother,’ said little Fan,
‘To-day I’ll help you all I can.
How glad I am school doesn’t keep,’
And she rocked the baby till he fell asleep.

“Then stepping softly she took the broom,
And swept the floor and dusted the room.
Busy and happy all day was she,
Helpful and thoughtful as child could be.

“‘I love you, mother,’ again they said,
Three little children going to bed.
How do you think that mother guessed
Which of them really loved her the best?”

2. Valentine’s Day

Little children love this day so dearly that surely the teacher may be permitted to use it. Is it not true that the efforts of Primary Sunday-school teachers, aided by teachers in the public schools and kindergartens, are largely responsible for the banishing of the harmful comic valentine? The kindness and Christliness of a loving message to some one, a message sent in secret (and how every child enjoys a secret!), presents an opportunity for many helpful suggestions. For Beginners long stories of the origin of the day would be out of place; but they may be told of the kind man who

lived long ago who sent flowers and letters to the children and the sick people, and that now we have one day a year, named for him, when we send loving messages to our friends. Possibly the handwork of the day might be the pasting of white paper hearts upon larger red ones, the teacher having written upon the white ones this little verse,

"My heart is a little garden,
And the fruits it shall bear each day,
Are the things you will see me doing,
And the words you will hear me say."

3. Patriotic Days

Patriotic days, such as the birthdays of Lincoln and Washington, Fourth of July, and Memorial Day, give opportunity not only of teaching true patriotism but also of teaching that this is a Christian nation, founded upon the Word of God. If you will carefully analyze most of the patriotic teaching outside of the churches, you will find this great truth overlooked, so we see how important it is that we make loyalty to God and loyalty to the nation two truths absolutely inseparable one from the other.

Flags and pictures used plentifully will be almost a patriotic program in themselves, and posters (for which the current magazines supply abundant material) are always most striking. The first stanza of "America" and the Children's flag salute, with a brief reference to the pictures, will fittingly celebrate the day and take no time from the regular lesson study.

For the flag salute the children stand, salute the flag,
and repeat,

“I give my head, my hands, and my heart,
To God and my country:
One country,
One language,
One flag.”

The Kindergarten Review (Milton Bradley and Company) has published some excellent patriotic songs, one of which is reprinted in the book, “The Sunday Kindergarten,” by Carrie S. Ferris. Many libraries have these magazines on file, and teachers will find it well worth while to look them over.

4. Temperance Days

The adoption of constitutional prohibition does not take away the necessity for temperance teaching in the Sunday school. The Beginners, at least those in the city, know the evil effects of tobacco and alcohol, no matter how carefully mother love may have tried to protect the pure little minds from contact with all forms of impurity. In mission schools it is common to find many children who are given intoxicating drinks at home, and investigation reveals many surprises in other schools of a different type.

Beginners like to represent flowers while they repeat this little verse:

“Each little flower holds up its cup,
To catch the rain and dew;
The drink God gives to seeds and flowers
Is best for children too.”

(These words set to music will be found in “Melodies”)

The older Beginners easily learn the following little temperance song which is sung to the air of the old familiar kindergarten song, "Good Morning, Merry Sunshine":

"The best of drinks for children
Is water clear and bright;
In all the springs it bubbles
And sparkles in the light.
It flows through greenest meadows
For thirsty flowers and trees,
And birds and lambs and rabbits
Have all the drinks they please.

"So if this clear, cool water
Is best for birds and flowers,
It must be best for everyone
In this dear land of ours,
Then sparkling water I will drink
So fresh and pure and free,
And every day I'll thank the Lord
For sending it to me."

This pledge, used by the Primary Department, could be learned by the Beginners, also:

"God gave me this good body,
To grow both strong and tall;
Tobacco helps to spoil it
And so does alcohol.
Into my mouth they'll never go.
When tempted I will answer, 'No.' "

Stories teaching self-control and making the children feel responsible for keeping their bodies, "God's temples," pure and strong and useful, may be found in Sunday-school papers and in various collections of illustrations and stories, and may be adapted to individual needs.

5. Missionary Days

Of all the special days none are, perhaps, of such vital importance in influencing the attitude of the child toward the world at large and in making him unselfish and truly a servant of the heavenly Father, as the days given to missionary teaching. A little child knows nothing of the vague term "missions," but he quickly becomes interested in the little sick child in the near-by hospital, the little Alaskan child in the snow house, the little unloved Chinese girl, or the hungry Armenian boy. What a joy it is to send a Christmas gift or a surprise box, especially if the children really give of their very own money or time or effort!

To be effective missionary teaching must be definite. Most schools use the birthday money for some missionary object. In others there is a special missionary offering on certain days. In one school where an Indian boy's scholarship is the special object, the children brought pictures and helped to make a large poster which is displayed on missionary day. A large picture in colors showing a wigwam and the Indians in front of it was found in a local department store and when a blanket sale was over the picture was gladly given to the Sunday school. Pictures of Indian life and especially of the school where the boy is being educated, were arranged around the large picture, and the tiny folks, too young to read words, could read the missionary lesson in the pictures.

The plan of having a real Indian basket or Chinese

plate or Japanese box or African coconut for taking up the offering aids in helping the children to remember that it is a special offering.

"A Whisper Song," on one of the Neidlinger Sunday-School Song Cards (price, five cents), is a beautiful little missionary song. "Jesus Loves the Little Children," from "Carols," is also simple and sweet. Really, every song that speaks of loving service for Jesus is essentially a missionary song, and the barest suggestion from the teacher will make the application apparent.

Christmas, with its love gifts, is the great missionary day when it is every child's right to be allowed this joy of sharing with those less fortunate than himself. Missionary stories and missionary incidents should be about children and the kind of stories that appeal to children. As far as possible, tragic scenes and incidents should be avoided. All life away from Christian influence is full of sadness, and the children must be made to feel this contrast with the happy child life of America. Knowledge and sympathy are the first steps in all missionary education. But there are many terrible stories which, while they might make the children give freely, would be harmful. The idea that the more sensational a story is the more successful it must be, is no longer held by the observant teacher.

Pictures are a great help in missionary teaching. The Missionary Review of The World, and Over Sea and Land contain many pictures of child life in other lands as well as our own.

Review Questions

1. What general rules should be observed regarding the regular lesson study and the celebration of these special days?

2. Why should some explanation be made to the Beginners regarding special days celebrated in the older division of the Sunday school and in the public school?

3. What phase of patriotic teaching should the Sunday school emphasize?

4. Suggest a Beginners Department program for the celebration of the next national holiday.

5. Should temperance teaching be given to Beginners?

6. What is the best temperance story that you have read for retelling to little children?

7. What is the foundation of missionary teaching for the youngest children?

8. Why must the teaching be simple and definite?

9. Suggest one or two missionary stories for Beginners.

CHAPTER X

Special Days, Continued

The previous chapter spoke of special days which were general in character. The days discussed in this and the following chapter are those in which usually the entire hour is devoted to the celebration of the occasion.

1. Rally Day

Rally Day is the time for enthusiasm, a mass day to show the might and the power of the Sunday-school army. For this reason the Beginners should appear as a part of the school, but they should not be obliged to sit through a long program in which the older departments participate. They may first appear on the general program, then go to their room where a program of their own may be carried out. There will probably be a number of new children, and consequently a number of visiting mothers, to whom the regular exercises of the Beginners Department will be helpful and interesting. There need be no recitations or songs prepared for this occasion.

A march of the entire Primary Department, with the Beginners or the Cradle Roll Class first in line, is an effective way of taking part in the Rally Day program. Each department carries appropriate banners or signs.

Individual church arrangement will suggest the best way of doing this, but the entire line of march should not be long enough to tire the children, but should be so arranged as to allow everybody to see every child. A march played on a piano is better than a marching song unless the school is very small.

Where each department is asked to take a place on the program, the Beginners may march together to the platform and say,

“We are the Beginners, the youngest of all,
But we each work for Jesus although we are small.”

The wise teacher will plan to have her Beginners “seen and not heard,” for they are always lovely to look at and truly exceptional is the Beginners class that will sing or speak before an audience no matter what careful drilling the children may have had.

2. Children's Day

Theoretically, Children's Day is the day devoted to the happiness of the little children in our Sunday schools. Practically, it is often a day when small martyrs in new clothes painfully perform for the amusement of their elders who whisper ecstatically, “Isn't she sweet” or “Isn't he the cutest thing?” The program should be planned especially for the children. The happier the children are, the more the grown people will like it.

The service should be short, not more than one hour, and with no exercise, talk, or sermon that is long enough

to tire a four-year-old child. Since the Beginners do not have time to learn many new songs, any songs which are appropriate for spring and summer or that refer to the children may be used for Children's Day. It seems a waste of time to learn a special Children's Day song just for one day, when in the same precious minutes the children might learn "I Think When I Read That Sweet Story of Old" or "Jesus Loves Me" or "When He Cometh." There are so many beautiful nature songs that it is impossible to attempt suggestions. A song that is a favorite with the children is "Spring-time," by George E. Martin.

"Growing," the little song which tells how the flowers grow and how the children grow, is another favorite. ("Songs for Little People.") On Children's Day the children should sing songs that they like, not songs which some mistaken grown-up thinks they ought to like. The opening song and the offering song may be those that the children usually sing in their own department. If the teacher can make her children forget the audience, they may give their dramatization of a Bible story or they may repeat one of their finger plays. Standing around their teacher they may say or sing:

"In a hedge just where 'tis best,
Mother bird has made her nest.
Two small eggs she lays, speckled and blue,
Sits there many days, warm and true.

"The eggs are hatched, and we can hear
Two tiny birds cry, 'Mother, dear.'
Near them let us softly creep,
While the birdlings cry, 'Peep, peep!'"

The words and music of this may be found in "Songs for Little Children," Part I, by Eleanor Smith. Two hands cupped make the nest, and the thumbs, held down inside it, are the eggs. Hold the cheek down against the nest to tell of the mother bird sitting on the eggs. The thumbs "wake up" and represent the baby birds. Some perfectly simple little thing like this the children like to do and the visitors enjoy seeing. The real work of the Sunday school is thus represented and there are no tired little children.

Flowers should be used, but not placed on the floor in vases that will tip over. The left-over flowers should go to just as many sick children or old people as possible. A well told story, perhaps about that little boy who gave up his lunch that Jesus might feed the hungry people, is always an enjoyable part of the program.

Frequently the baptism of infants is a part of the Children's Day service and in order to let the Beginners share in this they may sing with the Primary children a lullaby or a Cradle Roll song.

3. Easter

There is a holiness and beauty about the Easter time which even the invading Easter rabbit cannot dispel. The mystery of life and death are in it, and to the teacher it is a time of wonderful possibilities. She must not forget that in many homes there is no beautiful side to death, and the children hear only of its horrors; for this reason the resurrection thought must be clear, and the angel must be seen within the tomb.

Use short, simple songs that really tell a story. Many Easter songs are but vague rimes set to music. In a school where each child received a little packet of seeds to plant, the Beginners held up their gay little envelopes and shook them as they said:

“Do you know the Easter story
That these seeds are telling you?
They are saying they’ll be flowers
Every one—and it is true.
In the dark ground we will plant them;
Rains will tap and sun will shine,
Till they wake and grow and blossom
In our gardens, yours and mine.”

Emilie Poulsson’s “The Garden Bed” may be given by a group of Beginners without having them in the least suspect that they are delighting an audience, because with the teacher making the motions, which they follow, they will not know that there is any audience. This is from “Finger Plays,” a most useful little book for every Beginners teacher.

The plan of having the Beginners and the Primary Departments have their own Easter service in their own room is growing in favor, and it makes the celebration of the day much more helpful and much more simple. One such service for the combined departments is quoted from The Westminster Teacher. It may be used for either department alone:

“The little children who gave the following program were very happy in carrying it out. As there were no individual recitations nobody was embarrassed or self-conscious. Nobody had anything to think about but the sweet Easter story. The mothers were too much

interested to talk among themselves. The room was decorated with a few flowers and with many of the pretty butterflies which a twenty-cent roll of *crêpe* paper supplied. The children cut them out as they had also cut out the plain white paper butterflies on which the invitations to the service were written."

1. Opening Song. (From "Songs for Little People.")
2. Lord's Prayer and Bible verses.
3. Missionary offering, with a brief explanation about where the money goes and for what it is used. After this the offering hymn was sung. ("Songs for Little People.")
4. Kindergarten Game, The Little Worm, was given by several of the very little children, showing how the worm goes to sleep in the winter and awakes in the springtime as a beautiful butterfly. The other children held up their hands to make flower cups and the butterfly flew here and there and sipped the honey.
5. Easter Story, told by the superintendent. (Old copies of the Easter number of The Sunbeam contain many suitable stories.)
6. After the story the superintendent held up a packet of flower seeds and recited two short verses, "The Seeds' Story." Then each child was given a similar packet, and all repeated the verses with her. The program closed with "Nature's Easter Story" sung by all the children. (From "Song Stories for the Sunday School.")

The time required for this Primary program was about thirty or thirty-five minutes.

Seeds or bulbs may be planted in window boxes or in pots and the children may water them and care for them. The teacher with a "seeing eye" can usually find a cocoon if she will look for it. Have you never glanced up as you stood waiting for a street car and discovered not far above your head a long dark cocoon which hundreds of passers-by had not noticed?

Beginners can understand little of the Easter story, perhaps, but they can know that Jesus has gone to the heavenly home, and that now he is in that beautiful place to which some day we shall all go.

Death must sooner or later touch every home, and if the Beginners teacher could have some idea of the peace and joy that her teaching may help to bring, she would plan for Easter with earnest, prayerful preparation; and she would see that every song and story held the divine truth.

An Easter Story Song will be found in the song section at the back of this book.

4. Promotion Day

As many lesson courses begin in the fall, Rally Day is often Promotion Day, although sometimes promotion takes place at Children's Day or at the beginning of January, and some schools have a separate Promotion Day following or preceding Rally Day. Whenever it takes place, the Beginners part should be inconspicuous. They may give some of the memory work of the year in concert, and taking their places with the new teacher and receiving little diplomas from the superintendent makes the occasion memorable and important for them. The teacher should be with them and have her part with them in whatever they do. Usually Promotion Day implies promotion throughout the entire school, and this means a program too long for the Beginners. They would not enjoy it and would disturb others, so

it is best to plan for as much of the regular session as possible in their own room.

Review Questions

1. Should Beginners have a prominent part in the Rally Day service?

2. Suggest plans for interesting the parents on Rally Day.

3. Suggest a Rally Day program for Beginners.

4. What do you think of individual recitations for the Beginners on Children's Day, as compared to exercises by the department?

5. What is the true underlying thought of Children's Day?

6. Why should Easter be made especially holy and joyful for little children?

7. Since the Easter egg is the symbol most familiar to the children, how can you use it in your Easter program so that visiting mothers as well as the children themselves may understand its spiritual meaning?

8. Should there be a definite and special promotion service for Beginners?

9. What should characterize it?

CHAPTER XI

More Special Days

1. Thanksgiving Day

It is said that the most common fault of the average Christian is his lack of gratitude to God. With a heart full of gratitude for what the heavenly Father has done, the natural result must be love and service, and the Beginners teacher, knowing this, seeks to lead the little child to see and feel the blessings that are his. The fall time brings the harvest, and the children in both city and country see the cellars being stored with food for the winter. The Sunday-school lessons have told of God's care for the birds and the animals and how they prepare for the cold months that are to come.

Perhaps some may wonder why teachers in the Beginners and the Primary Departments spend so much time in preparing for this one day, but by remembering that his own physical comfort is the first thing that a baby recognizes, and that father and mother are the ones who provide for his wants, it is easy to follow the steps by which he is led to trace these necessities of life back to the Father in heaven. In the celebration of each special day there is some deeper life lesson to be taught than the lesson popularly recognized.

In leading up to the Thanksgiving thought some finger play like the following may be taught as a rest.

exercise: No attempt should be made to have the children memorize the verses, but the teacher should say them and the children follow her motions; soon the mothers at home will hear every verse repeated if they happen to listen when the children are at play.

THE CELLAR

These are the cellar stairs,
Down we will go
To see all the fruit jars
That stand in a row.

Potatoes like this
We will see in a bin,
With big pumpkins fat
And the celery thin.

Cabbages round as
My head we will see,
And rosy red apples
Just picked from the tree.

Pears from the orchard
And grapes, blue and sweet,
With all sorts of other
Things for us to eat.

We'll not fear winter,
But thankful we'll be
For all these good things
From field, vine, and tree.

For the "cellar stairs" bend fingers at right angles to the rest of the hand, the fingers of the right hand bending down and meeting the fingers of the left hand. Thus the right hand makes the top "step" and the left hand the second. Fingers held upright may be the fruit jars and held down may be the celery. Potatoes, fat pump-

kins, and pears, may be represented easily with two hands. Apples may be picked from an imaginary tree and grapes gathered into an imaginary basket.

Every child should know the beautiful little verse written by Maltbie D. Babcock:

Back of the loaf is the snowy flour,
And back of the flour the mill;
And back of the mill is the wheat, and the shower,
And the sun, and the Father's will.

The following verses from *The Sunbeam* might be repeated in the Circle Talk by the teacher on the Sunday before Thanksgiving Day:

MY THANKS

This world is such a pleasant place
I'm thankful every day
That God has let me come to it
Some happy years to stay.

So many blessings he has sent
To make earth glad and fair,
And, best of all, he gives to me
Each day his loving care.

He gives me home and friends and food,
The Sunday school I love—
Oh, I can't tell you half the things
He sends me from above.

So I am glad that once a year
We all can stop and say
A whole day full of praise and thanks
Upon Thanksgiving Day.

When thinking of songs, our minds turn first of all to the favorite words,

"Can a little child, like me,
Thank the Father fittingly?"

For the average Beginners Department the stanzas of this song are almost too long, but the children can all sing the chorus, and many of them will learn the verses by hearing the teacher sing them.

The song, "Praise Him, Praise Him, All Ye Little Children," is good for this time. Sometimes the children sing only two stanzas, "Praise Him" and "Thank Him."

"Song Stories for the Sunday School," by Patty and Mildred Hill, contains three excellent Thanksgiving songs for Beginners: "God's Care of All Things," "Thanks for Daily Blessings," and "Thanksgiving Song." The various music books are so full of beautiful songs for this day that the difficulty is, not to find the song needed, but to make a choice.

Chapter V mentions the plan of teaching a table grace at this time, and Chapter VI suggests one way of sending it home. One teacher gave to each child a penny postal card bearing a Thanksgiving picture. On the other side she wrote a simple little grace to say at home.

The Pilgrim Elementary Teacher has suggested this grace:

I thank thee, Father, for the daily bread,
For all the little children thou hast fed.
Help me to eat in thankfulness and joy,
To bring no thought or look that may annoy.

Many schools have each child bring an apple, a potato, or some other fruit or vegetable, and these are sent to some needy family or institution.

A kindergarten blackboard had this decoration for Thanksgiving which would be equally good for the

Sunday school: A picture of a basket was drawn with crayon, and, pasted on to look as if they were piled in it, were many kinds of fruit, apples, pears, bananas, and grapes, which the children had cut from heavy paper and colored with paint or crayon in the proper colors. The effect was much more realistic than if the whole thing had been drawn upon the board and then colored.

The same idea was carried out in the table work. A basket was outlined on a good-sized piece of drawing paper, and the different pieces of fruit made and then pasted on. This would make appropriate Thanksgiving handwork, and under each basket might be pasted a typewritten slip containing a table grace.

2. New Year's Day

New Year's Day has little significance to a Beginner, but he hears those around him wishing one another a "Happy New Year" and, perhaps, mother has told him to greet his teacher in that way.

The ever useful "Good Morning to All," from "Song Stories for the Sunday School," may become a New Year's song (just as it often serves as a birthday song), and the children enjoy the surprise of it:

"Happy New Year to you,
Happy New Year to you,
Happy New Year, dear children,
Happy New Year to you!"

Some New Year verses, such as the following poem taken from *The Mayflower*, may be repeated a time or two, or may be learned as a January memory gem;

How quickly little willing hands
Put every toy away!
How easy little willing hands
Make all their work and play!
With willing hands the moments run,
And all day long is full of fun.

If I might wish a New Year's wish
For home and foreign lands,
I'd ask that every child might have
A pair of willing hands.
Oh, don't you wish it would come true?
Perhaps there'd be a pair for you.

3. Christmas

Christmas, the dearest of all days to the children, is year by year becoming more and more a day of unselfish pleasure and joyous participation, and less and less a time of selfish getting and thoughtless celebrating. A few years ago when the craze for sensational Christmas plays and Santa Claus entertainments was at its height, careful mothers kept their children away from the church Christmas exercises because of the harmful effect upon their spiritual life. No one belonging to another religion, and happening into one of these grotesque performances, would have dreamed that it was to celebrate the birth of the Saviour.

Christmas should be a time of joy, great joy, but joy because Christ is born. Let us not make it possible for the children to tell the pastor, when he comes in, that we have Christmas "to get presents." The teaching for the previous weeks should have been so full of the true Christmas spirit that the children will have other answers ready.

The children should, by all means, have their Christmas service on Christmas Sunday in their own room or with the Primary Department, and nothing should be allowed to interfere with it. It is far better to have no Christmas entertainment than to have the precious story and song time taken up with rehearsals; for the sacred little service with its wonderful story is far more needed than the entertainment with its box of candy. There need be no special preparation aside from the songs, one or two, which the children have been learning in the past three or four weeks. The Christmas songs chosen for the Beginners must be short, and the story told and the words used must be simple. There should be Christmas pictures and Christmas decorations, the Christmas story, and perhaps some exercise like the following, which may have been used for two or three Sundays as a rest exercise:

THE FIRST CHRISTMAS

(A Motion Exercise, see page 74.)¹

Up overhead,¹ o'er the great world so high,
Twinkled² the stars in the blue, quiet sky,
When, long ago, in a land far away,
Jesus was born on the first Christmas Day.
Out in the fields, shepherds watching their sheep
While quiet Bethlehem lay fast³ asleep,
Suddenly saw in the sky a great⁴ light,
And hosts of angels, all shining and bright,
Singing:

¹ By Louise M. Oglevee. From "Recitations and Dialogues for Special Days in the Sunday School." The Westminster Press.

GLORY TO GOD IN THE HIGHEST

CHORUS FOR MOTION SONG

WILLIAM G. OGLEVEE

In Unison.

Glo - ry to God in the high - est!

Glo - ry to God in the high - est! Peace on earth, good

will to men; Glo - ry to God in the high - est!

One⁵ star stood still and its beams showed the way
 To where in his mother's arms,⁶ wee Jesus lay.
 Wise Men and shepherds all worshiped him there,
 Bringing their gifts to that King pure and fair.
 So we, to-day, would bring gifts to our King
 While Christmas bells round the whole earth shall ring.
 He was God's Gift to the world that glad day,
 So with the angels we children will say:
 Glory to God, etc.

(MOTIONS.—¹Arms raised slowly. ²Move fingers to imitate twinkling stars.
³Rest cheek on hands and close eyes. ⁴Hands upraised, faces lifted. ⁵Point
 to star. ⁶Imitate rocking a baby.)

Be sure not to mention the motions or the children will think of them instead of the story. If the pianist cannot play the chorus so that the children will not think of her and will sing joyfully and with spirit, it is better to sing without accompaniment.

The mothers and fathers may be invited to this service. To many of them the Christmas story as told in the Beginners Department will be something new. Perhaps their first vision of the Christ-child will come that day, although they have been Church members for years. Invitations might be taken home the week before, written on star cards or stocking cards, that the children had helped to make.

Gifts should be brought either for some local work or some missionary object. Perhaps little Christmas stockings might previously have been given out, or they may be given out at this time when the parents are present to hear the reason, and they may be returned later in the week when the children have a Christmas party or a simple entertainment.

Santa Claus as a dear mythical personage is so much more delightful than an ugly old fellow in a painted mask who frightens the timid children, that he is best and safest left out of the church Christmas. With brownies and fairies and a tree he will not be missed. For the Beginners the Primary children may give a little Christmas play that can be presented in fifteen or twenty minutes. The Beginners may say "The First Christmas" or something like it for their part. All may join in the Christmas songs and the Christmas treat

of candy, and a Christmas picture, a Christmas book, or any other appropriate gift may be given. The church gift should be one that tells the Christmas story in some way. The church exists for the purpose of telling the story of Christ to the world, and it should not neglect this opportunity.

Let the children plan a Christmas surprise—a gift to hang on the tree, perhaps, or a basket—for some one, the school superintendent, the janitor, or some shut-in.

The “Christmas Hymn” beginning

In another land and time,
Long ago, and far away,
Was a little baby born,
On the first glad Christmas Day,

found in “Songs for Little Children,” by Eleanor Smith, has for many years been a favorite. Luther’s “Cradle Hymn” never grows old. “Shine Out, O Blessed Star” is another song which Beginners can learn. (“Carols,” Leyda.) The Christmas song on page 56 of “Songs for Little People” is one of several songs for the youngest children that are found in that book.

The Christmas story in a song for Beginners is given in the song pages of this book.

If the same Christmas entertainment is provided for both the Beginners Department and the main school, it has been found a good plan to have the children as guests at the final “dress rehearsal” in the afternoon. This allows the children to see the entertainment and at the same time avoids having them out at night.

Beautiful Christmas pictures may be bought for

from one-half cent up to two cents each. The Christmas handwork might include the making of booklets in which the Christmas story is told in three or four of these pictures. They may be pasted on cards which the teacher may fasten together with bright ribbon. This would make a satisfactory gift for any child, for while he had helped to make it, he would feel that it came as his teacher's gift.

In schools where expense must be considered carefully, what could be a better gift than a set of ten of these little pictures given in an envelope decorated with Christmas stickers? The cost need not exceed five cents per pupil.

Review Questions

1. Why is the Thanksgiving season a particularly appropriate time to lead little children to know the heavenly Father?
2. Suggest a program of songs, exercises, and stories for Thanksgiving Day that are not mentioned in this book.
3. Why should Christmas be a time of unselfish giving?
4. How can the Beginners celebrate Christmas so that it will be a day always remembered for its happiness, and a day that teaches the true Christmas spirit?
5. Make a program for Christmas Sunday and one for a Beginners Christmas party.

CHAPTER XII

Miscellaneous

1. Records and Rolls

The new record books which are being published greatly simplify this problem for the teacher, for in one small book can be kept the roll of the department and a record of attendance, the names of the fathers and mothers, the dates of the children's birthdays, and the calls made by the teacher. Much of the success of the Beginners Department depends upon these routine things which are as necessary as the bookkeeping in a business house.

In a small class the teacher can mark the book when the session is over, but the children enjoy hearing their names called. This calling of the roll should not be allowed to become tiresome, but questions and comments may make it a helpful part of the hour.

The card system, where each child has a card marked off into squares for the entire year's record, are simple and systematic. The Dietz Publishing House offers a new device for keeping the attendance record which the children greatly enjoy. Each child has a large card which has on it a seasonable picture. For example, one card has a rabbit house on it, and each Sunday the child is given a rabbit sticker to paste on his card. At the

end of the quarter there should be thirteen rabbits, and every child is eager to have the full number.

Then there are the rolls to hang on the wall, having the name of every pupil, and the record marked each time. The birthday Sunday may be marked with a star.

A calendar for each month is always a delight, and sometimes the calendar and attendance roll may be combined.

2. Calendars

A new book tells of a teacher who had a "Calendar Box" into which she gathered seasonable pictures whenever she happened to find them. Most of the calendars are homemade, but they may be bought. When homemade, it is well to have them of uniform size, as they are left on the walls for the year. Pictures appropriate to the month are used, often in poster fashion.

One school which is fortunate in having an assistant who can draw well, has a collection of original birthday calendars. On each is a charming picture of child life, and the birthdays are marked by tiny cut-outs appropriate to the month and the picture, flowers, flags, butterflies, as the case may be. Another school makes its calendar decorations of things which the children bring to illustrate the thought of the month. The teacher herself brings pictures and objects for it, but as far as possible the children's own ideas are expressed. The November calendar held among other things a big ear of yellow corn tied on with a ribbon.

A secretary, who may also serve as assistant teacher, is a great help in keeping these various rolls and records, and allows the regular teacher to be free from little details which perhaps take the thought and concentration that she needs for her story and the Circle Talk.

3. Scrapbooks

Scrapbooks are invaluable, for in them each teacher can preserve the verses, songs, party suggestions, and programs that are appropriate to her particular class. Especially is this true in regard to stories for special days. When the teacher finds a particularly good temperance story, or Christmas story, or Easter story, she should keep it where she can find it when she needs it. It is best to have different books for different subjects, and one should be for missionary pictures and stories. The Pilgrim Elementary Teacher, The Kindergarten Review, The Primary and First Grade, and many other current publications for the teachers of little children have songs, stories, and suggestions of all kinds that will some time appear in book form, but possibly not for a long time and then in so many different books that few teachers can own them. When you go to a convention and hear a useful verse or plan, put it in your scrapbook.

4. Catalogues

The teacher who keeps a file of the catalogues of the best publishing houses has one of the best sources of

up-to-date information always at hand. She will know what new books are on the market and what new lesson courses are in use; she will know what birthday plans are being suggested and what new cards and helps there are for each of the many special days. Besides the denominational catalogues, she should have one of the Milton Bradley catalogues of kindergarten material and primary school helps, and also the Wilde's Bible picture catalogue or the catalogue issued by the George P. Brown Company. Everything good in the educational line can be adapted for use in the Sunday school.

Kindergarten material is, as a rule, too expensive to buy, but usually your local printer has plenty of odds and ends of cardboard and paper that he will give away or will sell very cheaply.

5. Visiting Days

Visiting days are the best help that a teacher, especially an inexperienced teacher, can have, if some reliable person tells her where to go. It is better to visit a poor school than always to stay at home, but the visit is to help in forming true ideals and so the school visited should be the best possible. Some schools have a system whereby each teacher is assigned a visiting day once in so often and is expected to bring back a report. Kindergartens and the primary rooms of the public or day schools should also be visited, for here may be found expert help in handwork and story-telling. Summer vacations afford an opportunity for visiting schools outside of the teacher's own locality.

6. Teachers' Meetings

Every teacher should have the benefit of the Teacher-Training Course, but besides that the teachers of the various departments should meet to discuss the plans and problems that are theirs in particular. If there is a Teachers' Council, composed of the teachers of the entire school, meeting weekly or monthly, the Primary and Beginners teachers may withdraw for a part of the hour and take up their own line of study.

In one school the Primary and the Beginners teachers, with all the workers connected with the school below the Junior Department, meet once in two weeks. The aims and plans of the departments are talked over, books reviewed, and questions asked. They meet at the home of one of the teachers and often an hour or more of business "a social time is enjoyed," as the newspapers say, but really the business hour is enjoyed just as much.

It is a good plan to take up some standard book and have a chapter at a meeting. Certain members should read other books on the same subject and report. Take for one time the subject of "The Teacher" and talk of what the true teacher must be. Another time take "The Room" and needed improvements will follow. "What Songs Should Be Learned Next," and why, should be discussed. Sometimes an outside teacher may come in to talk on music or story-telling or whatever his or her specialty may be.

When there is not a church library to which current

books are added, it is easy to start a library for Beginners teachers. There should be at least one book like "The Sunday Kindergarten," or "A Course for Beginners in Religious Education," which shows programs for the year with pictures, songs, and stories complete. One book may be passed around and read by every teacher, and then kept for reference or lent to mothers.

7. Substitutes

The question of substitutes in the Beginners Department is less of a problem than in the Primary Department, but there should be some one prepared with each lesson in case the teacher herself cannot be there. Perhaps the plan most used is that of having an assistant who studies the lesson although usually she does not teach, but there should be some one else also in readiness to help her. If there is a teacher-training class conducted during the Sunday-school hour, one or more substitutes may be appointed from it to be in readiness to respond when needed.

Another plan is to have substitute teachers who attend the Beginners Department regularly to help in any way that they can, or who go into some other class when the Beginners class happens to be small or not to need their services on a particular day, but who know the lesson and the general program of the school. One school which has no teacher-training class in the regular Sunday morning session, has a number of Intermediate girls who help in the Beginners and Primary

Departments with the idea of becoming substitutes, and later teachers.

Review Questions

1. Why should records be complete and accurate?
2. Is a roll of any use aside from telling whether or not a child is present on a given day?
3. Make a calendar for the present month.
4. Show a scrapbook as you have started it.
5. Report on your last visiting day.
6. What is the value of a teachers' meeting?
7. Why is a prepared substitute necessary?

APPENDIX

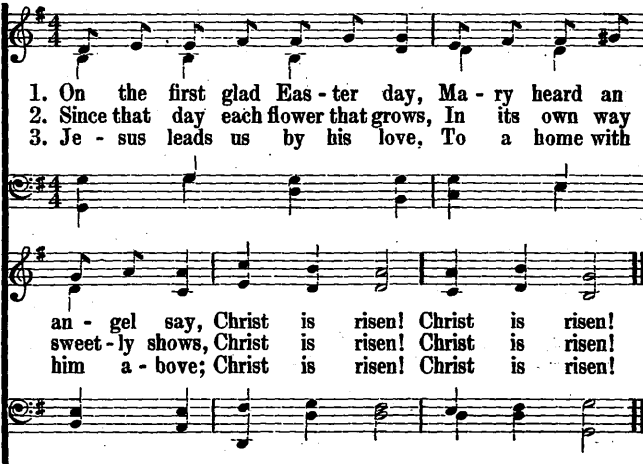
1. Suitable Songs

HURRAH FOR THE FLAG!

The musical score is written for a two-part setting (Soprano and Bass) in 2/4 time. The melody is simple and rhythmic, using eighth and quarter notes. The lyrics are printed below the notes. The score consists of three systems of two staves each. The first system contains the first line of the song, the second system contains the second line, and the third system contains the third line. The music ends with a double bar line and repeat dots.

Hur - rah! Hur - rah! Hur - rah for the flag! The
flag so dear to me; May I keep loy - al,
brave, and true, Wher - ev - er I may be.....

AN EASTER STORY SONG



1. On the first glad Eas - ter day, Ma - ry heard an
2. Since that day each flower that grows, In its own way
3. Je - sus leads us by his love, To a home with

an - gel say, Christ is risen! Christ is risen!
sweet - ly shows, Christ is risen! Christ is risen!
him a - bove; Christ is risen! Christ is risen!

LITTLE CHRISTMAS SONG

LOUISE M. OGELVEE

W. G. OGELVEE

1. O lit - tle chil - dren, do you know That man - y,
2. And ev - er since that hap - py day, Chil - dren at

man - y years a - go The ba - by Je - sus
home and far a - way Bring gifts and joy - ous

came to be God's Christmas Gift to you and me?
car - ols sing Un - to their lov - ing, heav - en - ly King.

The musical score is written for voice and piano. It features a treble and bass staff for the piano accompaniment and a single staff for the voice. The key signature is one sharp (F#) and the time signature is 4/4. The melody is simple and repetitive, with the piano accompaniment providing a harmonic background. The lyrics are written below the voice staff, with the first two lines of the song being the main focus.

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OFFERING HYMN

LOUISE M. OGELVEE

W. G. OGELVEE

Since my heaven-ly Fa-ther gives me ev-ery-thing,

lov-ing-ly and glad-ly now my gift I bring.

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CLOSING PRAYER

LOUISE M. OGELVEE

W. G. OGELVEE

The musical score is written for two voices, Soprano and Alto, in G major (one sharp) and common time (C). The lyrics are: "Dear Fa - ther, bless each lit - tle child And keep us all, we pray, Safe in thy lov - ing care, un - til an - oth - er Sab - bath day." The melody is simple and hymn-like, with a final double bar line at the end of the third line.

Dear Fa - ther, bless each lit - tle child And
keep us all, we pray, Safe in thy lov - ing
care, un - til an - oth - er Sab - bath day.

(Used by permission of The Pilgrim Press.)

OPENING HYMN

(To be used with the music of the Closing Prayer)

Dear Father, as we gather here
Within thy house to-day,
May we be gentle, kind, and good,
In all we do and say.

2. Books for Each Chapter**I. THE BEGINNERS; THE STANDARD FOR THE BEGINNERS DEPARTMENT.**

The Elementary Division Organized for Service. Bryner.

The Beginners Department. Wray.

How to Conduct the Beginners Department. Lewis.

II. THE TEACHER; THE ROOM.

The Elementary Division Organized for Service. Bryner.

The Unfolding Life. Lamoreaux.

Beckonings from Little Hands. DuBois.

A Study of Child Nature. Harrison.

The Pupil and the Teacher. Weigle. (Part I, Lesson I.)

Thoroughly Furnished. Veach. (First Year, Part I, Study I.)

The Primary Department. Curtiss. (Ch. IV.)

Lessons for Teachers of Beginners. Danielson. (Ch. XX.)

III. COURSES OF STUDY; THE PROGRAM.

Lessons for Teachers of Beginners. Danielson.

The Sunday Kindergarten. Ferris.

IV. OPENING SERVICE; CLOSING SERVICE; MORNING, OR CIRCLE TALK.

Teachers' Textbooks.

Songs for Little People. Danielson and Conant.
Carols. Leyda.

Melodies. Leyda.

The Kindergarten Sunday School and Beginners Workers and Work. Beard.

How to Conduct the Beginners Department.
Lewis. (Ch. XI.)

Lessons for Teachers of Beginners. Danielson.
(Page 72.)

V. PRAYER AND HYMNS AND SONGS.

The Elementary Division Organized for Service. Bryner. (Page 45.)

The Primary Department. Curtiss. (Page 37.)

Lessons for Teachers of Beginners. Danielson.
(Pages 80, 97.)

A Course for Beginners in Religious Education. Rankin. (Pages 7, 23.)

Children's Devotions. Verkuyll.

The Primary Department. Archibald. (Ch. XII.)

Teachers' textbooks and quarterlies suggest appropriate songs for use with each lesson.

One or all of the following books should be included in the list of necessary supplies:

Songs for Little People. Danielson and Conant.

Song Stories for the Sunday School. Hill.

Carols. Leyda.

VI. THE STORY; HANDWORK.

The Story Hour. Wiggin and Smith. (Introduction.)

How to Tell Stories to Children. Bryant.

Stories and Story-Telling. St. John.

The Sunday Kindergarten. Ferris.

The Sand Table. Faris.

Sand Table Work in the Bible School. Auld.

Chalk. Wood.

VII THE OFFERING; REST EXERCISES.

How to Conduct the Beginners Department.

Lewis. (Page 56.)

All About the Primary. Sudlow. (Ch. IX.)

A Course for Beginners in Religious Education. Rankin. (Page 53, and section on "Playing the Stories.")

The Sunday Kindergarten. Ferris.

The Good Samaritan, and Other Bible Stories Dramatized. Cole. (This book is too elaborate for Beginners, but suggests possibilities.)

VIII. CRADLE ROLL WELCOME; WELCOME TO NEW PUPILS; BIRTHDAYS.

Lessons for Teachers of Beginners. Danielson.

Our Primary Department. Murray.

How to Conduct the Beginners Department.

Lewis.

The Primary and Junior Hymnal. Miller.

IX. SPECIAL DAYS; MOTHER'S DAY; VALENTINE'S DAY; PATRIOTIC DAYS; TEMPERANCE DAYS; MISSIONARY DAYS.

Lessons for Teachers of Beginners. Danielson.

Our Primary Department. Murray.

How to Conduct the Beginners Department.

Lewis.

Special Days in the Sunday School. Lawrance.

Graded Missionary Instruction in the Church School. Beard.

X. RALLY DAY; CHILDREN'S DAY; EASTER; PROMOTION DAY.

Lessons for Teachers of Beginners. Danielson.

How to Conduct the Beginners Department.

Lewis.

The Kindergarten Sunday School. Beard.

The Sunday Kindergarten. Ferris.

A Course for Beginners in Religious Education. Rankin.

Our Primary Department. Murray.

(The last four mentioned are particularly suggestive for the Easter program.)

XI. THANKSGIVING DAY; NEW YEAR'S DAY; CHRISTMAS.

How to Conduct the Beginners Department.

Lewis.

The Primary Department. Curtiss.

The Sunday Kindergarten. Ferris.
A Course for Beginners in Religious Education. Rankin.
The Primary Department. Archibald.
The Kindergarten Sunday School. Beard.
White Gifts for the King. Curtiss.
Songs for Little People. Danielson and Conant.
Carols. Leyda.
Melodies. Leyda.
Songs for Little Children. Smith.
Song Stories for the Sunday School. Hill.
The Primary and Junior Hymnal. Miller.

**XII. RECORDS AND ROLLS; CALENDARS; SCRAPBOOKS;
CATALOGUES; VISITING DAYS; TEACHERS'
MEETINGS; SUBSTITUTES.**

Lessons for Teachers of Beginners. Danielson.
How to Conduct the Beginners Department.
Lewis.
The Elementary Division Organized for Service. Bryner.

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